



**British School
Overseas**
Inspected by Penta International

Inspection report

GEMS Wellington School

**Doha
Qatar**

Date **7th – 9th June 2022**
Inspection number **20220607**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 45 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Simon Sharron. The team members were Kathryn Allen, Dr Mark Evans (online) and Nadia Meguin.

2. Compliance with regulatory requirements

GEMS Wellington School Qatar (WSQ) has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

WSQ provides an excellent quality of education and care. It is exemplary in many areas and fully meets the needs and abilities of students in the school. Consequently, the standards of progress and attainment across the school are excellent.

3.1 What the school does well

The school has many strengths including the following:

- WSQ's newly restructured senior and middle leadership teams is expanding their capacity to build on the substantial school improvements they have introduced over the previous 15 months prior to this inspection;
- the school implements a broad, balanced and innovative curriculum, enriched by a wide range of extracurricular activities that support the all-round development of the students and students in the school;
- this learning framework is further augmented and enhanced by the curricular requirements of the Qatari Ministry of Education;
- the implementation of HPL is beginning to have a positive impact on learning by developing a framework for consistent pedagogy across the school;
- the curriculum is inclusive and adapted to meet the needs of pupils with SEND or in the early stages of the acquisition of English language;
- classroom practice is consistently good or better, ensures that academic performance exceeds on average standards achieved in the UK;
- there are highly effective assessment and tracking mechanisms to personalise and assure the quality of learning, progress and attainment;
- the pastoral system and organisation at WSQ is excellent, which is why the spiritual moral, social and cultural development of the school is outstanding;
- the relationships throughout the school are caring and positive;
- young people's behaviour is excellent throughout the school;
- the school is maintained to a very high standard of hygiene and cleanliness;
- WSQ creates a vibrant learning environment in the classroom and in most corridors;
- Educational, administrative, maintenance and transport staff form a community that works cohesively in the best interests of the young people in the school.

3.2 Points for improvement

While not required by regulations, the school might wish to consider the following development points:

1. Ensure even more students have the opportunity to reach their full potential, for example by:
 - raising levels of attendance and punctuality, which impact directly on progress and attainment
 - evaluating and embedding initiatives in teaching and learning, including SEND practices, HPL, Read Write Inc, Talk for Writing and assessment for learning
 - increasing the level of challenge for all, but particularly the most able students
2. Refine the performance management cycle, to incorporate the monitoring of teaching and learning with professional development targets that are linked to overall school development aims, as well as personal professional targets.
3. To make better use of learning environments and classroom displays to promote independence, and to stimulate, support and celebrate learning.

4. The context of the school

Full name of School	GEMS Wellington School - Qatar				
Address	Mian Street, Al Wakrah				
Telephone Number/s	+974 4041 7440				
Website Address	https://www.gemswellingtonschool-qatar.com/en				
Key Email Address/s	pre_wsq@gemsedu.com				
Headteacher/Principal	David Wilson				
Chair of Board of Governors /Proprietor	Maryssa O' Connor (Vice President GEMS Education)				
Age Range	3-18 Years				
Total number of pupils	915	Boys	496	Girls	419
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	254	
	<i>3-5 years</i>	121	<i>17-18 years</i>	30	
	<i>6-11 years</i>	510	<i>18+ years</i>	0	
Total number of part-time students	0				

WSQ is a National Curriculum of England school, aiming to provide students and students with a high standard of education. It opened in 2015 and it is still growing the secondary section of the school. The school is part of the GEMS Education family of international schools.

4.1 British nature of the school

- The nature, ethos, look and feel of the Wellington School Qatar (WSQ) are recognisably British. These attributes augment the Qatari values that the school is strong on promoting as well as its rich international and multicultural context.
- The curriculum is based on the National Curriculum for England, the Early Years Foundation Stage (EYFS) programme and iGCSE, BTEC, AS and A level public examination requirements. The language of instruction and learning in all UK curriculum areas is English. Schemes of work supporting the English National Curriculum and EYFS, such as 'Read, Write Inc', 'Accelerated Reading' and 'White Rose' for mathematics are widely used in the UK.
- Consequently, students and students could transfer easily into education in the UK. The curriculum organisation divides the school population into EYFS and 5 key stages. This is consistent with British definitions and age groups.
- The school's primary and secondary libraries are abundant with texts covering British and world cultures.
- There is a SENCo and dedicated team of support for students with SEND.
- The leadership and governance structure produces lines of accountability and responsibilities that are similar to those proven to be operationally successful in the UK.
- The pastoral system, together with its leadership structure and procedures, reflects best practice in the UK. There are discrete posts that focus on the welfare and well-being of students and students.
- There are robust child protection and safer recruitment procedures as evidenced in the single central record.
- All teachers working in UK curriculum areas have UK teaching qualifications and have worked in British curriculum and international schools. Several teachers are pursuing NPQSL, NPQML, IPGCE and QTS at the school.
- There is regular professional training ensuring that teachers and classroom assistants keep abreast of UK best practice and pedagogical developments to develop a consistency of approach, for example, through the Higher Performance Learning (HPL) programme.
- WSQ promotes a strong culture of community in which individuality and 'otherness' are respected; the school embraces tolerance, democracy, human rights and has respect for freedom of expression, within the laws of Qatar.
- Students are proud to wear their school uniform. There is a school council made up of secondary and primary class representatives. A head boy and a head girl are elected every year.

5. *Standard 1* The quality of education provided by the school

The quality of education provided is excellent. The school fully meets the standards for BSO.

5.1 Curriculum

The curriculum is excellent.

It is modelled on UK curricular programmes and is augmented and enhanced by Arabic and Islamic Studies in line with local Qatari requirements.

The EYFS curriculum is based on the overarching principles of the 2021 EYFS Framework reforms. The topic based curriculum, supporting language and communication in English, is a particular strength of the foundation provision. Excellent mathematical resources support the rapid acquisition of numerical skills and understanding. The outside space attached to each Foundation Stage classroom enables the constant physical development of the students.

The primary curriculum closely follows the English National Curriculum. It is broad, balanced and well-planned to ensure there is sound progression from lesson to lesson and year to year. The school has successfully adopted the Star Accelerated Reader (AR) programme to teach a love of reading and this extends into the secondary school. The 'Integrated Curriculum' sessions are well coordinated, inspiring 'big questions' and making students reflect about the world and themselves.

The curriculum across the secondary school is outstanding. KS3 students study the full range of English National Curriculum core and foundation subjects. These include French and Spanish to create capacity for students to achieve the UK's benchmark English Baccalaureate qualification at the end of KS4. In KS3, a PSHE programme supports all students through the challenges of adolescence.

Design, including food technology, and creative and performing arts are a strength of the curriculum. In English and Maths, the school has introduced nurture groups to support students with their literacy and numeracy.

In KS4, the Edexcel IGCSE syllabuses are those commonly used in UK independent schools. The IGCSE option blocks ensure that the breadth of the curriculum is maintained. In addition, students for whom a less academic pathway may be appropriate can opt for BTEC Dance and Sports. In the future, ASDAN courses will be available.

In KS5, there is an impressive range of options for what is currently a small post-16 cohort. Students can choose from 13 subjects which include Psychology, Computer Science and Economics. The study of A Levels and excellent careers guidance opens up access to UK, local and world universities.

The EAL curriculum is pervasive and effective, enabling the young people for whom English is an additional language (>95% of the school's roll) to progress rapidly. The curriculum is adapted and personalised for students with SEND.

Classroom learning experiences are enriched by an extensive programme of extracurricular activities (ECAs). We were able to see a vibrant and well attended ukulele music club. The school intends to capitalise on the FIFA World Cup being held in Qatar in November and December 2022. The curriculum is strong on innovation. Entrepreneurial education is promoted through the exciting '8 Billion Ideas' scheme. There is an energetic 'Social Enterprise' programme successfully reinforcing education for sustainability. The High Performance Learning (HPL) programme is beginning to have a positive impact on learning by developing a framework for consistent pedagogy across the whole school.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent; there is no unsatisfactory teaching.

In EYFS, teaching is overall good and often outstanding with only very few lessons observed not meeting this standard. Planning and assessment are excellent. Teachers are effective in ensuring good progress across the 7 pillars of effective learning delineated in the UK EYFS Foundation and Development Matters framework.

Oracy is promoted through a variety of activities inside and outside the classroom, while phonic decoding skills and literacy are developed through schemes such as 'Read Write Inc' and 'Talk4Writing' as well as exposure to a rich variety of stories. Numeracy targets are easily achieved. When students understand the outcomes expected in free-flow activities, they demonstrate good attainment.

Throughout the foundation stage, students are encouraged to develop their independence: for instance, when self-registering, hand-washing, toileting and finding their own resources. Well-equipped play areas outside each EYFS classroom as well as the use of the specialist PE facilities support the young students' physical development.

In primary classes, children engage well in lessons and are extremely keen to learn. They are focused and hardworking. They often feedback and refine their work together. For example, in Arabic, pupils explained how the linking of ideas helped them in revision tasks.

The continued teaching of phonics using 'Read, Write, Inc' ensures excellent progression from the foundation stage. Lessons carefully link the phonic content with modelled and practised handwriting. This ensures that all children make an excellent start to their basic literacy development. Talk4Writing is exceptionally well-implemented to engage students in the writing process. As a result, they enjoy writing and are making accelerated progress in lessons.

In mathematics, teachers skilfully craft lessons to challenge thinking, make connections and develop the ability of learners to explain, reason and justify. This ensures high standards in maths by the end of the primary phase. In Y6, where a number of outstanding maths lessons were observed, students are very able to explain their methodology when completing challenging problems. In one lesson, pupils came to the board and modelled their strategies; other pupils then discussed and commented upon the accuracy and effectiveness of the method.

In science, primary students enjoy experimenting using various materials. A Y4 class talked knowledgeably about how vibration travels and how different materials were affecting this. In music and PE, students benefit from being taught by secondary specialists.

Primary students are aware of High Performance Learning strategies. Some are able to explain explicitly, and in detail, how they have applied them.

In secondary, teaching is good or better and a good proportion of lessons observed were outstanding. In the best lessons, students were active participants. They listened and followed instructions from the teacher, attentively and accurately. A wide range of imaginative and innovative resources supported strong outcomes. For example, in a Y8 science lesson on 'Factors affecting upthrust', the teacher was aware of the students' prior learning and understanding and planned effectively to build on these. The resources used were imaginative and differentiated which raised students' curiosity, interest and performance level.

Almost all teachers use questioning effectively to check on students' understanding. In these effective lessons, teachers regularly give constructive and timely feedback so that progress against the learning objective is always evident. Teachers precisely target support and offer challenge according to their student's progress. For example, in a Y10 English Literature lesson, students were asked to analyse a scene from Macbeth and, for extension, to explore complex themes such as 'ambition' and 'manipulation'.

In KS5, PowerPoints are often used to lead and scaffold students through the directed lesson content. In a Y12 biology lesson, focused on exam practice, the teacher explained clearly in the slide presentation how the students must describe the process of 'cyclic and non-cyclic photosynthesis' to get full marks.

In secondary school, the language of HPL is beginning to pay dividends in a number of lessons. For example, in a Y10 mathematics lesson on "Translation and Column Vectors", and in a Y9 Food Technology lesson (Banana Bread making lesson), students successfully used HPL language such as 'metacognition' to reference their self-reflection in assessing whether the strategies they were adopting were appropriate for the task in hand. Teachers often referred to HPL language and encouraged students to think critically, link concepts and self-regulate in terms of perseverance and resilience.

Throughout the school, it is evident that there has been a strong focus on assessment and tracking processes. These are now robust. A range of assessment tools has created a data rich school. Regular data capture, three times annually, in addition to ongoing formative assessments, shape the provision. There is a timetable of formative and summative assessments throughout the year. All students are set personalised targets and these are discussed at pupil progress meetings.

5.3 Standards achieved by pupils

In EYFS, despite significant disruption to learning caused by the stringent measures to counter the Covid pandemic, learners have progressed extremely well from baselines lower than UK averages. When they enter Y1, they do so on average, at a similar standard to their UK peers. The recent implementation of the 2021 EYFS curriculum is impacting well so that KS1 baselines are expected soon to exceed UK benchmarks.

Similarly, in KS1 students make overall excellent progress in reading, writing, maths and science. The school's own carefully triangulated data demonstrates that the large majority, and in mathematics the very large majority, already achieve in line with or above standards in the UK. Standards are clearly trending upwards. In KS2, the upward trend in standards achieved in the core subjects is already evident. In mathematics, reading, writing and science, the large majority of students are achieving at or above UK standards. Initiatives and personalised interventions in this academic year are having a demonstrably positive effect on students' progress in primary school. This means that greater numbers of students across the primary phase are now achieving at least expected standards. Progress and attainment for students of Qatari nationals are firmly in line with that of their peers. The school's commitment to inclusion produces the outcome that learners with special and/or additional needs are also making at least as good progress as their peers.

In KS3, the academic performance of the majority of learners exceeds standards achieved in the UK. The school's internal data indicates that students' outcomes in Maths, English and Science are excellent.

In KS4, the academic outcomes are also excellent and reflect the data generated expectations the school has for its students. In 2021, 88% of Y11 students achieved grades 4+ at GCSE, which exceeded UK averages; 41% achieved grades 7+.

In KS5, there are no attainment results since Summer 2022 will see the first Y13 cohort sit their international A Levels. Nevertheless, the ALPS KS4 to KS5 tracker and performance analysis tool predicts that the small group of 5 students will achieve their aspirational targets.

Overall, standards across the school equal and very often exceed those achieved in the UK.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is outstanding at WSQ.

The school has successfully created a profound and uplifting belief in community, where empathy, respect for otherness and collaboration have become the pillars of working and learning together. The HPL programme is now underpinning this.

At WSQ students and students are excited to learn, curious about big questions and eager to make sense of their world and the world of others. Many are inspired by participation in inter-school competitions such as the KS3 Education Perfect/BSME Junior Humanities Championship and the 'Muhaddith Competition for secondary students of Islamic Studies. Prizes are often won.

Students across the EYFS, primary and secondary phases are confident, courteous and enthusiastic members of their school. They are comfortable speaking to visitors whom they welcome into their community. The impeccable behaviour in lessons, at break times and around the school creates a harmonious and safe environment for everyone.

Young people at WSQ know the difference between right and wrong. Moral education is an inherent aspect of school life at WSQ. It is taught directly through discrete PSHE content in KS3 tutor time, through the Integrated Curriculum lessons in KS1 and KS2, in assemblies and, of course, for many, in Islamic Studies lessons. While respecting local customs and government guidelines, moral and social issues or dilemmas are constantly addressed via the curriculum in literature and the humanities lessons. In one outstanding example, Y6 learners undertook a range of interlinking tasks, to find out more about evacuees during The Second World War. They related this to the geographical movement of refugees today and considered the role of the military in war.

Young people are involved in resolving conflicts in everyday school life, whether by circle time in the early years, student peacemakers in primary or through peer mediators in secondary. WSQ's strong pastoral system oversees this process and ensures that bullying is not a problem at the school. It also operates an effective system of rewards and sanctions to support the school's key values and positive behaviours.

There is comprehensive careers guidance starting with option meetings for Y9. Students in Y11 benefit from individual careers interviews about post 16 choices. Individual guidance and weekly careers meetings are available for Y12 and Y13 students. Support is given to overseas university applications such as UCAS in respect of the UK.

There are many opportunities for student leadership at WSQ. Primary students can become team captains, student counsellors and 'peacemakers'. In secondary, there are eco-leaders, house captains, prefects, student councillors, sports leaders and peer mediators. Leadership

training is provided ensuring students' confidence and impact in their roles. The primary and secondary school councils of elected class representatives, as well as the annual election of a head girl and head boy, offer valuable insights into the workings of democratic representative government. WSQ is also a participant in the annual Model United Nations organised by the Georgetown University in Doha.

WSQ is by its nature an international and a richly diverse, multicultural, global community. Many activities, especially the Qatari global citizenship programme develops pupils' understanding and appreciation for Islamic values, Qatari and world cultures. Children recognise and are proud of their heritage and appreciate their multi-cultural community. A KS1 pupil readily informed an inspector that she was from Pakistan and spoke Urdu. She continued by explaining where several of her friends were from and which languages they also spoke.

The school takes advantage of opportunities to promote pride in the achievements of the host nation. Equally, there is wide participation in a range of global events such as World Book Day, International and Anti-Bullying Week.

WSQ is strong on its commitment to education for global sustainability. The school has recently appointed a Head of Social Enterprise to drive forward this initiative. As a result, opportunities for environmental studies are being systematically harnessed within and outside the formal curriculum. Work has begun to become an Eco-School, while WSQ has also affiliated to the Arab Youth Climate Movement based in Qatar.

Attendance is a core focus and teachers monitor it daily. Systems are in place to follow up on absences and there is a clear escalation policy for any causes of concern. Current attendance stands at just over 96% and it is trending upwards.

7. Standard 3

The welfare, health and safety of the pupils

The provision for the welfare, health and safety of students is outstanding. There are effective arrangements in place to safeguard and promote the welfare of students in the school. All staff at WSQ are required to successfully complete safeguarding training and this is repeated every three years. During the school day the site is secure with visitors required to sign in and wear ID badges upon entering the school. At the end of the school day, although parents are able to access the site, supervision from staff is excellent and ensures the students are safe.

The school fully complies with local regulatory requirements (Civil Defence) and the school is regularly monitored by the local authorities. This includes an inspection every 2 years to determine the safety of the premises. The school has a clear fire procedure. Fire extinguishers, fire alarms and other equipment is serviced regularly. Fire exits are clearly signposted and evacuation plans are displayed clearly. The school undertakes fire drills to ensure that the students and staff are aware of the procedures. All school buildings have designated fire marshals and security guards act as sweepers, who ensure that buildings are evacuated quickly during a fire alarm.

The school has very good provision for first aid. There are two nurses on site during the school day and a well-resourced clinic. All medical records of students are in order and available. Medicines are stored safely. The school has a number of first aid trained staff. The school site, before and after school, as well as during scheduled breaks is supervised effectively. The school reviews the safety of the site regularly.

The school clinic records incidents on the HSE system which is centrally held and accessible by the GEMS management. Attendance registers are taken every morning across the school, and at the start of every lesson in the secondary school. Attendance records are kept in the school's information management system and are monitored by the pastoral team. Risk assessments are widely used to ensure the safety of students and different areas of the school undertake risk assessments of their activities.

The school has a number of effective strategies to safeguard students. For example, security guards monitor the entry, exit and perimeter; there is an effective use of colour-coded lanyards and CCTV. All visitors to the campus are required to sign in/out and wear a red lanyard.

The school has a comprehensive safeguarding policy. In addition, the school has comprehensive policies that cover health, safety and security. Students are very well cared for. Provision for safeguarding students is excellent. All policies and procedures are in place to promote the welfare, health, and safety of all students. These are fully compliant with GEMS corporate policies, although some editing adjustments are needed to reflect the context of the school,

Anti-bullying and online safety weeks are held as part of the school's normal calendar of events. The school is an inclusive community in which students feel safe and valued. They are confident, feel safe and happy at school.

Staff have to immediately inform the safeguarding lead about all safety related issues identified and there is a mandatory protocol to be followed. The Designated Safeguarding Team is known across the school community and their names and pictures are posted around the school. As well as the two nurses at the school who are available to support students and staff there is also a student counsellor who offers support to students. In the primary school, students know how to seek support when they are experiencing any issues, including referring minor concerns to Peace Makers and more serious concerns to a teacher.

Students are well aware of what healthy eating habits are and this is reiterated in Food Technology and Science lessons. In primary school, the majority of students in KS1 are keen to keep healthy and can explain the reasons for healthy food choices at lunchtime. One child explained that healthy eating ensures, 'our teeth won't get cavities'. Teachers give feedback to students about the content of their snacks and lunches and follow up with parents when required. In the secondary school, outside the Food Technology classroom, there is a display of healthy food where students are clearly encouraged to consume healthy items. Just recently, the school has signed up to Jamie Oliver's 'Bite Back 2030' campaign with the aim of further underlining the importance of healthy meals and nutrition. There are water fountains on every floor.

Throughout the school, there are recycling bins and students are encouraged to keep the site clean. Throughout the day, the maintenance team keeps the site clean further reinforcing the importance of hygiene and cleanliness. In the primary school, students have access to tissues and bins.

Cleaning is done regularly including sanitisation of areas at regular intervals with all Covid-19 precautionary measures and they are monitored regularly to avoid any unnecessary risks. Cleaning logs are in place. Maintenance logs are available. Parents were very complimentary about the school's response to the pandemic and ensuring that the students and students were kept safe.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO.

The proprietor is GEMS Education which operates 44 schools in Qatar and UAE and over 80 schools world-wide including in the UK. The Local Advisory Board consisting of local governors is chaired by one of the Vice-Presidents of GEMS Education. Its members hold the principal and his staff to account, ensuring that the quality of education is maintained and learning outcomes for students and students are ambitious and aspirational. They also have a monitoring and development responsibility for the school's safeguarding, child protection and health and safety arrangements. There is an open dialogue about the future strategic direction and growth of the school.

With regards to safer recruitment, prior to commencing employment, thorough background checks are carried out and all compulsory information is recorded on the single central register. Background checks are done from the country of origin, and a local police check is required if hired locally or outside of the UK. There are clear sections regarding safeguarding on the application form.

Staff are provided with mandatory safeguarding training yearly as well as at the time of the appointment. The school has policies for the prevention of bullying, including cyber-bullying and online safety.

All teachers are suitably qualified and meet both the expectations of the UK and host country. All teachers except for the school's Arabic and Islamic teachers are either UK trained or have recent and relevant UK teaching experience. Arabic and Islamic teachers all hold degrees and teaching qualifications from their native country and are approved by the Ministry of Education here in Qatar. The school is accredited to complete QTS training for newly qualified teachers in collaboration with Sunderland University.

Operationally, the head of HR in the school oversees compliance with the safer recruitment procedures outlined in the school's safeguarding policy. This includes the immigration requirements of Qatar. The single central record reveals checks are made on a person's personal identity, their background, medical capacity and their right to work in the host country. These stringent suitability checks include DBS international equivalents and at least two professional references, one from the previous employer. The proprietor and all staff acting on behalf of the proprietor are also subject to vetting in line with safer recruitment procedures.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meets the standards for BSO.

The school building is modern and provides a light, airy spacious place for students and students to learn. Break out areas are well-resourced and used effectively to support active learning. In EYFS, washroom facilities are integral to classes. Outdoor spaces in the EYFS are being developed and students are now able to access a range of learning activities in these areas. Outdoor spaces are well shaded to allow access most of the year. EYFS and KS1 pupils are positioned on the ground floor, with same floor access to the library.

Specialist facilities are available to primary and secondary learners in PE, music and IT. In addition, secondary students have high quality specialised classrooms for food technology, science and design technology. Libraries are inviting and well-stocked.

The school site is safe and secure. Staff are knowledgeable about safety and vigilant in their care. Security arrangements ensure that students are safe and well supervised. Access to the school is restricted and visitors and parents wear clearly-marked lanyards.

Bus transport is well-organised. Pupils are supervised to their buses, with good staffing ratios and consistent routines. Staff handover primary pupils to their carers at the end of the day.

A wide range of high quality learning resources is provided to learners which enhances the school's provision.

Secondary students bring their own devices to school to support their learning. Students in Y5 and 6 also can bring a device from home. All learners using their own devices sign a clear acceptable use agreement and understand their responsibilities in this respect.

The school has one PE hall. During the warmer months of the year, when it is not possible to undertake physical exercise outdoors, this creates challenges for the school in ensuring PE provision is well met. During exam periods this creates additional pressures on space for physical education.

A strategic review of the schools' resources and facilities is ongoing and leaders are aware that adaptations will need to be made as the school continues to grow, in order to sustain the high quality of education that parents have come to expect.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is good. A wide range of helpful handbooks, guidance and information booklets is provided for parents. In particular, the school's virtual learning platform 'Phoenix' keeps parents up to date about the curriculum, live schemes of work, lesson content and the progress of their students.

Parents appreciate the weekly newsletters and fortnightly updates from the principal and vice-principal. They also value the new availability of the school's leadership team either on appointment, by email or casually outside the school every day at drop off and pick-up times. They commend the new leadership team in their efforts to keep them informed of their students' and students' progress as well as school events and news.

This improvement in provision of information has strengthened parental engagement. Termly reports are shared with parents, which include baseline and current attainment, attendance and attitudes to learning. In addition, HPL strands have now been integrated. Report content and structure has been adapted recently, based on parent feedback and how to interpret and understand these clearly explained in the guidance.

In EYFS, Tapestry is used to share personalised learning experiences, through photographs, descriptions and key objectives with families. Parents can comment upon these.

11. Standard 7

The school's procedure for handling complaints

WSQ fully meets this BSO standard. The school has a clear, robust complaints procedure which is drawn up in written policy and is regularly reviewed with the proprietor organisation GEMS.

The policy and procedures are effective for the following reasons:

- all complaints are handled through the GEMS PULSE platform;
- there are clear timeframes for the management of the complaint;
- there are explanations as to the way complaints can be made and how they are managed, both formally and informally;
- this includes information on how to escalate an informal complaint to a written complaint in cases where early resolution cannot be achieved;
- unresolved and serious complaints are handled by an independent panel chaired the vice-president of education for GEMS and other persons who have not been included previously in the complaint;
- the records of complaints are stored securely and with the utmost confidentiality.

12. Standard 8 Leadership and management of the school

The leadership and management of the school is good, with many outstanding features and is clearly moving rapidly towards being excellent in all respects.

Three quarters of the leadership and management team, including the headteacher, have been in post for less than 18 months, and this in a period of pandemic and national crisis. Nonetheless, in this very short time, it has developed a clear, strong and unified vision of “Achieving Excellence Together”. Moreover, it is already ensuring that a very high quality of education is being enjoyed by students at the school.

The headteacher and senior leadership team have put in place an effective tier of middle leaders with clear roles, responsibilities and lines of accountability. Their collective prioritisation of quality assurance and pupil progress tracking mechanisms has ensured that academic outcomes and overall standards have not only been maintained over a challenging period but are evidently on an upward trajectory. In many respects, they are already excellent. It recognises that the middle leadership tier still needs to be strengthened in order to ensure consistency of best pedagogical practice and a greater frequency of outstanding lessons across the school in all subject areas.

A particular accomplishment of the leadership and management teams is their success in creating, again in a short time, a positive culture of high achievement, collaboration, honesty, transparency, support, resilience and aspiration. These values are very much aligned to the Higher Performance Learning Programme (HPL) which they have begun to systematically embed within the school. This new ethos is wholly commensurate with the aims and values of the GEMS proprietor organisation. It is reinforced by a school leadership group that shows itself to be compassionate, empathetic, open and committed to building strong relationships in the school. These strong relationships have already created in the school the conditions for the very high quality of education that already exists. They also form a sound basis for future improvement and growth.

Parents are very complimentary about the open-door style of leadership, commenting “It can be 50 degrees outside but the Senior Leadership Team is always there to say hello.” They are delighted that the principal is so approachable and that WSQ is a “listening” school.

Primary students know their principal and senior leaders well. They are pleased to see them regularly when they visit classrooms to discuss their learning and speak with them socially outside of lessons. Parents also say that senior leaders are very visible and approachable.

WSQ staff are committed and dedicated to the school, describing high levels of ‘buy in’ to the clearly articulated vision of the principal and senior leaders. They feel valued and that their voice is heard. Students and parents also spoke enthusiastically about the quality of relationships in the school, voicing strong support for the leadership's vision and initiatives.

Children and teachers are pleased when lessons are visited and keen to share their learning and teaching. There is an obvious 'open-door' policy with high visibility of leaders around the school.

Middle leaders are enthusiastic about the positive journey they are undertaking as a school and feel exceptionally well guided and supported by senior leaders. They have a clear understanding of their roles and feel empowered to drive improvement relentlessly, with passion and vigour. The trust placed in them allows them to be reflective and continuously refine their actions and track their impact. The clarity in roles and remits, together with a determined sense of teamwork, has ensured a very significant impact on the school's improvement. Across all phases, there is now a strong alignment in vision and a much greater consistency in all aspects of the school's provision.

Clear lines of senior and middle leadership accountability guarantee effective performance management. Teachers, indeed like the students and students they teach, are encouraged to innovate, take risks and learn from their mistakes. 'Drop-in' learning walks, performance management and peer observations trigger foci for professional development. Staff seeking promotion to leadership positions are encouraged to map their leadership behaviours in an e-portfolio of competence. Currently, eight members of staff are currently enrolled on NPQSL and NPQSL courses.

The school's leadership and management ensure that vigilance concerning safeguarding, health and safety is maintained at all times. Parents are well informed and regularly engaged about the progress of their students. They are given guidance and the means online to support their students' learning. Excellent platforms of communication are in place so that parents can be contacted easily if the need arises. They also provide easy access to information about the curriculum, school events, calendars and timetables.

The school is run in a highly effective manner, because staff, the use of accommodation and resources in general are well deployed. The principal has a strong, collaborative relationship with the GEMS management team in UAE, to whom he is accountable. He is also successfully developing closer leadership cooperation with other GEMS schools in UAE and the wider region.

The leadership and management teams demonstrate through their self-evaluation that they have clearly analysed and understood the priorities for the school's development. The school has already achieved many of its improvement goals.